



Office of Disability Services

# PROGRAM FOR STUDENTS WITH LEARNING DISABILITIES, DYSLEXIA, ADD, AND ATTENTION DEFICIT HYPERACTIVITY DISORDER

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• INFORMATION IN THIS BROCHURE WILL BE PROVIDED IN ALTERNATE FORMAT UPON REQUEST •

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- The Learning Disabilities Program, a part of ASU's Office of Disability Services, offers comprehensive support services for students with diagnosed learning disabilities (LD), dyslexia, ADD, and attention deficit hyperactivity disorders. Eligibility for the LD Program requires admission to the university and proof of disability. There is no fee for the services.
- Students with disabilities are integrated into regular classes and are held to the same academic standards as other students; however, academic accommodations are available to assist in meeting requirements.
- The LD Program is designed to enhance academic strengths, provide support for areas of weakness and build skills to help students compete in the college environment. The program encourages the development of life-long learning skills as well as personal responsibility for academic success. Training in college survival skills and regular meetings with the Learning Disabilities Specialist are emphasized during the first year to aid in the transition to college. Specific services are tailored to individual needs, considering one's strengths, weaknesses, course requirements and learning styles.
- The LD Program places responsibility on students to initiate services through timely planning with the LD Specialist and to follow through with services once they are arranged. While the program is offered on a voluntary basis, all eligible students are encouraged to use the services to enhance their potential for college success. Over 100 students currently in the LD Program are majoring in a variety of disciplines, both at the undergraduate and graduate levels. Most students who use services appropriate to their needs are successful in their academic pursuits.

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## AVAILABLE SERVICES/RESOURCES

- ☞ Special advising and strategic scheduling
- ☞ Priority registration
- ☞ Assessment of needs
- ☞ Memos to faculty about disability needs
- ☞ Tutoring
- ☞ Assistance obtaining recorded textbooks
- ☞ Test accommodations/proctoring service
- ☞ Permission to tape record lectures
- ☞ Preferential classroom seating
- ☞ Use of computer aids/special equipment
- ☞ Training in word processing
- ☞ Note takers, readers, proofreaders, writers
- ☞ Carbonless paper for volunteer note takers
- ☞ Course substitution
- ☞ College survival skills training
- ☞ Peer support group
- ☞ Guidance, counseling, referral and advocacy
- ☞ Liaison with rehabilitation agencies

## HOW TO OBTAIN SERVICES

To register with the LD Program, students should schedule an intake appointment with the LD Specialist, complete an Information Form and provide a recent psycho-educational evaluation report that verifies a diagnosis of learning disability, dyslexia, ADD and ADHD. With the informed consent of each student, an appropriate and qualified member of Disability Services may contact the professional(s) who made the diagnosis. This report should be current — in most cases, within three years of the student's request for disability services, since it is used to help determine appropriate college support services. **Disability information is strictly confidential and is not released without consent of the student.**

Prior to each semester, students should schedule an appointment with the LD Specialist to discuss needs and plan services. Students are expected to follow office procedures for using services and to maintain reasonable contact with the LD Specialist so that progress can be monitored and services adjusted, if necessary. **Early planning is essential for some of the services.**

## DOCUMENTATION OF A SPECIFIC LEARNING DISABILITY AND/OR DYSLEXIA

Following are the university's *Guidelines for Documentation of a Specific Learning Disability* which are provided in the interest of assuring that documentation submitted is appropriate to verify eligibility and to support requests for reasonable accommodations, academic adjustments, and/or auxiliary aids. The Director and Learning Disability Specialist in Disability Services are available to consult with diagnosticians regarding any of these guidelines.

To access services, students must refer themselves to Disability Services and submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Protection under these civil rights statutes is determined on a case-by-case basis. Documentation of a LD that **currently substantially limits** some major life activity including learning must be provided.

1. Testing **must** be comprehensive. It is not acceptable to administer only one test for the purpose of diagnosis or establishing that a substantial limitation in a major life activity currently exists in individuals with a previous diagnosis of LD. Minimally, domains to be addressed must include (but not be limited to):
  - a. **Aptitude.** The Wechsler Adult Intelligence Scale - Revised or WAIS-III with subtest scores is the preferred instrument. The Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale (4th ed.) are acceptable. The Kaufman Brief Intelligence Test is not a comprehensive measure and therefore is not suitable.
  - b. **Achievement.** Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Achievement; Wechsler Individual Achievement Test; Stanford Test of Academic Skills; Scholastic Abilities Test for Adults; or specific achievement tests such as the Test of Written Language-3, Woodcock Reading Mastery Tests Revised, and the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test-3 and the Mini-Battery of Achievement are not comprehensive measures of achievement and therefore are not suitable.
  - c. **Information Processing.** Specific areas of information processing (e.g., short-and long- term memory, sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Information from subtests on the WAIS-R (or WAIS-III), the Woodcock-Johnson Tests of Cognitive Ability, or the Detroit Tests of Learning Aptitude-Adult, **as well as** other instruments relevant to the learning problem(s) may be used to address these areas.

2. Testing must be **current**. In most cases, this means testing that has been conducted **within the past three years**. Because the provision of all reasonable accommodations and services is based upon assessment of the **current** impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation.
3. There **must be clear and specific** evidence and identification of a LD. Individual "learning styles" and "learning differences" in and of themselves do not constitute a LD.
4. **Actual test scores must** be provided. Standard scores are required; percentiles and grade equivalents are not acceptable unless standard scores are also included. This is important since certain university policies and procedures (e.g., petitioning for permission to substitute courses) require actual data to substantiate eligibility.
5. In addition to actual test scores, interpretation of results is required. Test protocol sheets or scores alone are not sufficient.
6. Professionals conducting assessment and rendering diagnoses of LD **must** be qualified to do so. Trained, certified and/or licensed school psychologists, neuro-psychologists, clinical psychologists, LD specialists, and other professionals with training and experience relevant to adults and their evaluation are typically involved in the process of assessment. Experience in working with an adult population is **essential**.
7. Tests used to document eligibility **must** be technically sound (i.e., statistically reliable and valid) and standardized for use with an adult population.
8. Diagnostic reports **must** include the names, titles, and professional credentials (e.g., licensed psychologist) of the evaluators as well as the date(s) of testing. **All reports must be typed.** Hand-written scores or summary sheets are not acceptable.
9. A written summary of or background information about the student's relevant educational, medical, and family histories that relate to the LD **must be included**.
10. Any recommendation for an accommodation should be based on objective evidence of a **current substantial limitation** to learning, supported by specific test results or clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need.
11. A description of any accommodation and/or auxiliary aid that has been used at the secondary or post-secondary level should be discussed. Include information about the specific conditions under which the accommodation was used (e.g., standardized testing, final exams) and whether or not it benefitted the student.
12. Individual Education Programs (IEPs) are useful but are not, in and of themselves, sufficient documentation to establish the rationale for accommodations.

*This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.*

## ASSESSMENT AND DOCUMENTATION OF ATTENTION DEFICIT HYPERACTIVITY DISORDER

Diagnosis of attention deficit disorder should be made by a psychiatrist, child psychiatrist, licensed doctoral-level clinical or educational psychologist, neurologist, or a combination of such professionals. The diagnosing professional(s) should have expertise in diagnosing attention deficit hyperactivity disorder in adults and in diagnosing other psychiatric disorders that might be co-existing or confused with attention deficit disorder. Symptoms of some medical disorders (for example, epilepsy) and some psychiatric disorders (for example, the "manic phase" of Bipolar Disorder) can resemble symptoms of ADHD. Therefore, the assessing professional(s) should make every effort to obtain all relevant information about medical and psychological factors which might be contributing to the student's disabling condition.

### **An assessment for ADHD and ADD should include the following:**

1. Interviews and questionnaires which permit the student to describe current concerns and past problems;
2. Observations of the student's behavior;
3. Interviews with significant people in the student's life (for example, parents, spouse, partner, or friends) and/or questionnaires filled out by these people;
4. Complete developmental, educational, and medical histories;
5. An evaluation of the effectiveness of past and current medications prescribed for relief of ADHD symptoms and an evaluation of the effectiveness of behavioral interventions; and
6. A summary of assessment findings. If the student is found to have a disabling condition, the assessment summary should explain the relationship between this condition and the problems the student has been encountering in academic and other settings.

The summary should include: The exact multi-axial diagnosis, date of diagnosis, and specification of the diagnostic criteria on which the diagnosis was based (for example, DSM-IV); a summary of information in the student's developmental, medical, or educational histories; information concerning any prescribed medication (including that used by the student during the assessment process) and its effect on the student; specific statements concerning the way(s) the student's diagnosed ADHD might have impacted academic performance in the past or might impact it in the future; and any ideas the professional(s) may have about areas in which academic accommodations may be needed.

(Note that tests of intelligence, cognition/information-processing, and academic achievement, which are not necessarily part of the diagnostic process itself, may be needed by a disability specialist to determine appropriate accommodations and services for a student with ADHD.)

## ASSISTIVE TECHNOLOGY

The LD Program strongly emphasizes use of computers and technology as tools of personal empowerment and independence. Disability Services runs a computer lab in the Dean B. Ellis Library which is open during library hours. The Lab is equipped with IBM compatible microcomputers and a variety of software to help students with college writing, spelling, grammar and typing. Some computers have large print and voice output capability. Also available is Wynn Reader and JAWS which can be valuable tools for students with reading difficulties. These software programs convert printed text to voice output that can be listened to on site, recorded onto cassette or saved on disk. Reading Edge technology is also available.

Students may use the computer lab after completing an orientation on the equipment. Lab orientation and training in word processing are available by appointment.

Disability Services also has other devices which can be checked out on a short term loan basis including cassette recorders, electronic spellers, electronic dictionary/thesaurus, etc.

## TEST ACCOMMODATIONS

Test accommodations are individually determined, considering the nature of the disability, test format, skills of the student and a sense of what is fair and reasonable for the circumstances. Typical accommodations include: extended time, private or low stimulus environment, reader, writer, word processor, typewriter electronic speller, calculator, alternative answer sheet, oral, large print, colored paper, etc. Test accommodations are requested by the student and coordinated in Disability Services where most alternative tests are proctored.

Test accommodations are not designed to give students with disabilities a competitive advantage over other students. Their purpose is to ensure students of being evaluated on their knowledge and achievement rather than their disability.

## SERVING STUDENTS WITH DISABILITIES

In addition to serving students with learning disabilities, Dyslexia, ADD, and ADHD, Disability Services is committed to serving all students with disabilities as defined by federal regulations. A qualified person with a disability is: ...an individual who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

Consequently, in accordance with the federal regulations, ASU seeks to extend academic adjustments for students with disabilities at ASU. Therefore, reasonable accommodations provided to students with disabilities are determined on a case-by-case basis, and may include removing architectural or physical barriers; providing auxiliary aids or services; or modifying policies, practices, and curriculum. If you have questions regarding your specific disability and reasonable accommodations contact Disability Services at ASU.

## COLLEGE SURVIVAL ASSISTANCE

### ASU Tutorial Services:

**Student Support Services** offers one-to-one and small group tutorial help in a wide variety of general education and other ASU course offerings. This assistance is available to any student who is registered with Student Support Services. They may be contacted at (870) 972-2080 for information regarding registration.

**The College of Arts and Sciences** offers key tutorial labs in math and English available to all ASU students. These labs enable students to improve and enhance their mathematical and writing skills for higher performance in general education and major specific courses.

**The Chemistry Department** offers assistance to chemistry students through tutorials offered in their computer labs. These computerized tutorial sessions are offered several times each day. Although one-to-one assistance is not generally available, the department will provide assistance with specific chemistry questions or problems via graduate assistants.

**The College of Fine Arts** offers an oral communications lab to ASU students who need assistance and practice in delivering oral presentations.

## ASU Student Computer Labs:

**Agriculture;** room AG 242 [20 pentiums], arranged by instructor.

**Biology;** room LSW 340 [12 486's, 4 pentiums], by appointment only.

**Business;** room CIS 201 [25 pentiums], room CIS 202 [20 pentiums], room CIS 205B [8 pentiums], room CIS 221 [30 pentiums]; all labs open M-Th: 8 am - 9:30 pm, F: 8:00 am - 5:00 pm, phone 972-2522.

**Career Services Center;** room 303 [2 - 486's], available M-F: 8:00 am - 5:00 pm, restricted for registration, resume development, and job search on the internet.

**Chemistry;** room LSE 508 [9 apple's & 10 486's], closed summer semesters, restricted to general Chemistry and Physical Science students.

**Computer Science & Math;** room 102 [16 PC's running windows NT], M - Th: 7:30 am - 10:00 pm F: 7:30 am - 4:45 pm, prefer Computer Science and Math students.

**Computer Services;** Dean B. Ellis Library, room 100 {110 pentiums and 4 Macintosh} M - Th: 7:30 am - 11:45 pm, F: 7:30 am - 4:45 pm, Sat: 12:00 pm - 5:45 pm, Sun: 2:00 pm - 11:45 pm. There are also 21 200mhz pentiums available by reservation only in the training room.

**Education;** room ED/COM 209A [22 pentiums], room PE 326 [20 pentiums], room CEE 218 [10 pentiums], use arranged by instructor, room ED/COM 206 [20 Macintosh Performas w/e-mail & internet capabilities, M - Th: 7:30 am - 3:00 pm, available to all students.

**Engineering;** room AG 311 [25 pentiums, 2 - 486's], room LSW 235 7 - 486's], Engineering students preferred.

**English & Philosophy;** room W314 [16 - 486's], M: 8:00 am - 4:00 pm, Tu: 9:00 am - 12:00 pm & 1:00 pm - 5:00 pm, W: 8:00 am - 4:00 pm, Th: 1:00 pm - 5:00 pm, F: 8:00 am - 4:00 pm.

**Journalism & Printing;** room ED/COM 229 [18 Macintosh], M: 3:00 pm - 5:00 pm, Tu: 6:00 pm - 9:00 pm, W: 6:00pm - 9:00 pm, Journalism and Printing classes and students only.

**Media Services;** Dean B. Ellis Library room 129 [10 pentiums], M - Th: 7:30 am - 8:00 pm, F: 7:30 am - 5:00 pm, Sat: 12:00 pm - 6:00 pm, Sun: 2:00 pm - 8:00 pm, available to all students.

**Nursing A/V;** room 302 [10 486's], M: 8:00 am - 1:00 pm & 4:00 pm - 9:00 pm, Tu: 8:00 am - 9:30 am & 11:00 am - 9:00 pm, W: 8:00 am - 9:00 pm, Th: 8:30 - 9:30 am & 12:00 pm - 9:00 pm, F: 8:00 am - 2:00 pm, Sat: 8:00am - 5:00 pm, phone 972-3074.

**Radio-TV;** room ED/COM 153 [19 Macintosh], Radio-TV students only.

**Criminology, Sociology, Social Work and Geography (CSSWG);** IEC room 208 [23 - 486's], Lab hours for CSSWG & Political Science students only. Phone 972-3705.

## ADMISSIONS REQUIREMENTS

Students with disabilities are considered for admission to Arkansas State University on the same basis as other applicants (See student handbook).

Admission decisions are based on information believed to be predictors of college success. Applicants are not required to disclose disability information in the application process. Disability information is not used to deny or to guarantee admission. However, if a student does not satisfy the criteria for admission to the university due to a disability or unusual circumstances, he/she may appeal the decision through the University Admission and Credits Committee. The Office of Admissions will initiate the appeal process upon request. Make your request known and provide the office with your name and social security number. Provide letters of

recommendations from your teacher, employers, pastors and/or individuals who can attest to your abilities and skills, academic potential, and motivation for a higher education which will support your career and academic commitment. Also make note of school preparation and academic and financial support that you have access to while in school. Applicants are encouraged to contact the Admissions office regarding admissions policies and procedures.

Applicants who meet the university's published admission criteria are encouraged to register with Disability Services in order to receive support services and accommodations once they are enrolled.

Nonstandard administration of the ACT is available for students with appropriate documentation of disability and is considered by ASU on the same basis as standard administration. The university encourages students with disabilities, who may need test accommodations, to take advantage of the opportunity for nonstandard administration of the ACT.

For more information about nonstandard administration of the ACT, please visit ACT's Web Page (<http://www.act.org/> or visit ACT's page on services for students with disabilities (<http://www.act.org/aap/disab/index.html>).

Also, the university offers remedial and developmental courses in math, English, reading, and study skills. These classes are designed to enhance academic skills to a level of preparedness for college credit courses. Students are placed in remedial and developmental courses based on math, reading or English ACT scores of less than 19.

## STUDENT RIGHTS AND RESPONSIBILITIES

### **Every student with a documented disability has the following rights:**

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the university.
2. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law.
4. Information reasonably available in accessible formats.

### **Every student with a disability has the responsibility to:**

1. Meet the university's qualifications and essential technical, academic, and institutional standards.
2. Identify themselves in a timely manner as an individual with a disability when seeking an accommodation.
3. Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

### **Specific responsibilities of the Student Include:**

1. Contact Disability Services at the beginning of each semester so that appropriate accommodations can be made in a timely manner. Students are strongly encouraged to make this contact within the first two weeks of each semester. This includes filling out the required academic accommodation form which indicates the student's need (e.g., extended time to complete exams, note taker, classroom relocation, etc.).
2. Providing Disability Services with appropriate medical, psychological, psycho-educational, or neuro-psychological documentation indicating the student's disability and suggested accommodations.

3. Providing signed consent authorizing Disability Services to discuss his/her need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation.
4. Informing the faculty member or professor at the beginning of each semester about his/her disability, how performance may be affected, and necessary and reasonable accommodation(s).
5. Meeting the time lines and procedural requirements established by Disability Services for scheduling exams, requesting assistance, arranging with a faculty member, and/or Disability Services for getting the exam to the location of testing. If the student fails to provide adequate notice of the need for space and/or assistance, he/she is still entitled to the accommodation, but there is no guarantee that it can be provided in the fullest measure.

*If the student fails to comply with these requirements, he/she will receive a written reminder of responsibilities in order to stress the importance of these requirements.*

## INSTITUTIONAL RIGHTS AND RESPONSIBILITIES

### Arkansas State University, through Disability Services has the right to:

1. Maintain the university's academic standards.
2. Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
3. Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing such discussions.
4. Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.
5. Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
6. Refuse to provide an accommodation, adjustment, and/or auxiliary aids that are inappropriate or unreasonable including any that:
  - a. pose a direct threat to the health and safety of others;
  - b. constitute a substantial change or alteration to an essential element of a course or program; or
  - c. pose undue financial or administrative burden on the university.

### Arkansas State University, through Disability Services has the responsibility to:

1. Ensure that university courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
2. Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
3. Evaluate students on their abilities, not their disabilities.
4. Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
5. Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

### More specifically, Disability Services has the responsibility to:

1. Assist students with disabilities who self-identify and meet university criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
2. Assure confidentiality of all information pertaining to a student's disability.
3. Inform students with disabilities of university policies and procedures for filing a formal grievance.

### Responsibilities of Disability Services Include:

1. Determining eligibility for participation of students with disabilities in the academic accommodations process based upon a review of appropriate documentation.
2. Determining the appropriate accommodation for each student based on the individual's need.
3. Assuring the student receives the appropriate accommodation.
4. Interacting with faculty when appropriate.

### Responsibilities of the Faculty Member Include:

1. Discussing with Disability Services any concerns related to the accommodation(s) or arrangements that have been requested by the student during their initial contacts.
2. Determining the conditions under which the exam is to be administered (e.g., open book, use of notes, computer with word processing including spell check, formula sheet, calculator, scrap paper, dictionary).
3. Providing appropriate accommodations, either personally or by making arrangements with Disability Services.
4. Assuring the timely delivery of the exam, along with all necessary instructions and materials for proper administration, if a student's exam is to be administered outside of class. The faculty member may also make arrangements with Disability Services for the delivery and return of the exam.
5. Assuring the confidentiality of information regarding students with disabilities.

## GRIEVANCE PROCEDURE

Individuals with a disability who believe that they have been treated unfairly in relationship to their disability should refer to the grievance procedure that is relevant to their individual status at the university. Students with a disability should refer to page 18 of the 1999-2000 Arkansas State University Student Handbook. Staff members should refer to pages 27 through 30 in the Staff Handbook. Faculty should refer to Section VI in the Faculty Handbook..

## RECREATIONAL AND SOCIAL ACTIVITIES

Disability Services program at ASU works with the Student Activities Board and the Student Government Association, as well as many other social organizations, to ensure that recreational, leisure time, and social activities are structured so that disabled persons can participate. In summary, Disability Services serves as a liaison to all departments of the university for students with disabilities and as an advocate in obtaining their specific accommodations.

For Further Information:

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